

Notes for contributors

The Journal of Practice Teaching in Health and Social Work covers all aspects of practice teaching (field education) and training and education in workplace settings. Articles may also consider the policy context of training and education and the impact of the changing expectations of service users and the public.

We welcome papers from any country in the world. Case studies, research reports, policy appraisals, and narrative articles on the philosophical principals underlying this field of activity (practice teaching/field education) are equally acceptable. Material should be practically relevant to what trainers, managers and workers actually do. Articles should run between 2000 and 6000 words, with a preference for the shorter article.

Articles are sought from (among others): practice teachers and field educators; training staff and agency managers; teachers and researchers in higher and further education, and policymakers with an involvement in this field. We are especially keen to encourage feedback from practising health and social work professionals and their managers on the effectiveness of existing training and education arrangements as preparation for work. We are therefore prepared to offer guidance to practice teachers and managers with staff development responsibility who do not publish regularly; as their contributions are likely to be of particular relevance.

The language of the journal is British English. Authors (including those from the UK!) should remember that even professional usage varies between regional forms of English and ensure terminology is comprehensible to those from other disciplines, countries and cultural backgrounds. In a multidisciplinary and international journal it may be necessary for authors to clarify local institutional and professional structures. We can give some assistance in respect on English idiom and expression to second language authors.

The journal will also carry: shorter pieces of up to 2000 words on some relevant topical issue; communications, rejoinders and letters; reviews of books, journals and training material and review articles; abstracts or listings of recent publications, conferences and relevant events.

Assessment for publication

When articles are received the editors make a decision on suitability for journal. Articles are sometimes rejected or returned to authors for major review at this stage. Otherwise, they are sent (anonymously) to two of the journal's advisors for assessment of their suitability for publication. The editors make the final decisions on publication, taking into account the views of the assessors, you will also receive personal feedback on the decision taken.

Presentation

Our preference is that articles should be submitted electronically as an email attachment in Word. If this is not possible, you should supply 4 copies of your paper with a summary of less than 150 words. On a separate cover sheet you should provide your name, address and professional details, together with telephone, fax and e-mail details. Where there are two or more authors, a single contact for correspondence and proofs should be indicated.

On acceptance for publication all references should be in the journal house style, the publishers can provide more detailed notes on the journal's format and style requirements.

You should indicate clearly how tables should be set out. For diagrams, charts etc, we will ask you to provide a final version meeting the journal's graphics guidelines. We do not provide an artwork service.

References

This journal uses the Harvard system of referencing. Authors must follow our house style for punctuation and use of upper and lower case letters and italics. Only works actually cited in the text should be included in the references.

Copyright

You will be asked to assign copyright in your article to the journal. Consent for reproduction of your article in collections of your own work appearing subsequent to publication will be given without charge. You will receive two free copies of the journal upon application, and may order further copies at cost prior to the publication. Offprints are available at cost at anytime.

Editorial address

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9th International Conference on Practice Teaching
and Field Education in Health and Social Work
Bournemouth University, 11th - 13th April 2011

Learning for Practice, Learning in Practice

Exploring the ways practitioners
develop knowledge, competence
and wisdom in the human services

Call for workshops and papers

- How do human service professionals develop practice wisdom in a complex global environment?
- What happens to creative interprofessional cooperation in the face of competing demands?
- How do we ensure congruence between field education and classroom teaching, and enable students to become practitioners?
Learning practice, to practice, about practice? What does it all mean?
- How do we help professionals acquire the practice knowledge, skills and values to continue to work and perform well in late modern societies?
Theorising and researching teaching and learning in practice settings.

THE CONFERENCE PROGRAMMING GROUP SEEKS PROPOSALS FOR:

- **WORKSHOPS** which should be interactive and positively engage participants. Workshop sessions are of 1½ hours.
- **PARALLEL PAPERS** on either: conceptual, theoretical or methodological issues, specific projects of general interest, or some aspect of the policy background. (30 minutes is allowed, of which 10 minutes should be reserved for questions and discussion.)
- **POSTER PRESENTATIONS** There will be a space for brief poster presentations.

Presenters should ensure that their workshops or papers are accessible to participants in this international conference who will be from many different professional backgrounds.

THE CALL

Please send your ideas for papers or workshops via an abstract of up to 250 words, which should be sent to Professor Jonathan Parker, e-mail: parkerj@bournemouth.ac.uk.

Proposals should reach us by 30th November 2010.

For programme details email: enquiries@whitingbirch.net
or visit <http://www.whitingbirch.net/ip005.shtml>